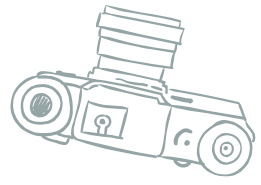
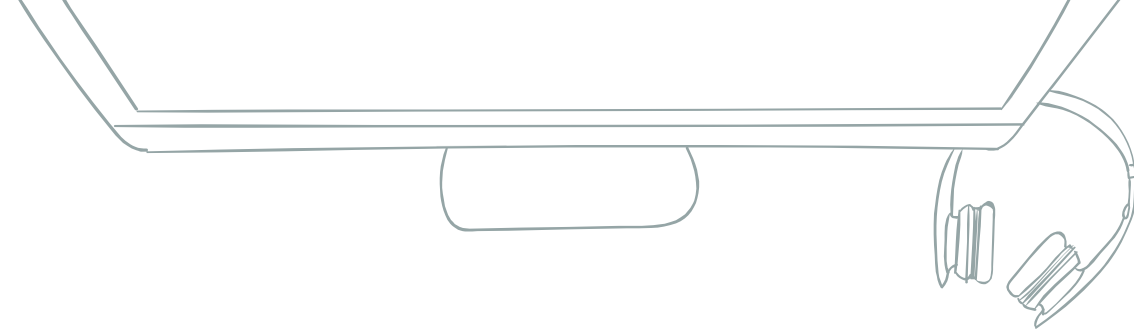


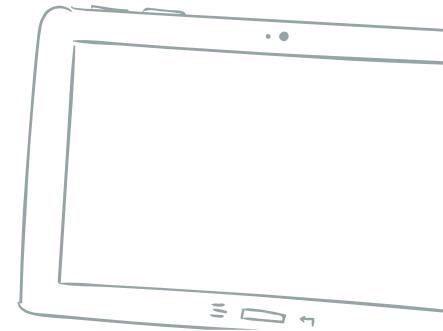


TEACHING TO DIVERSITY: CO-REGULATION

*PSSD Student Support Consultants &
Advocacy and Behaviour Consultants*

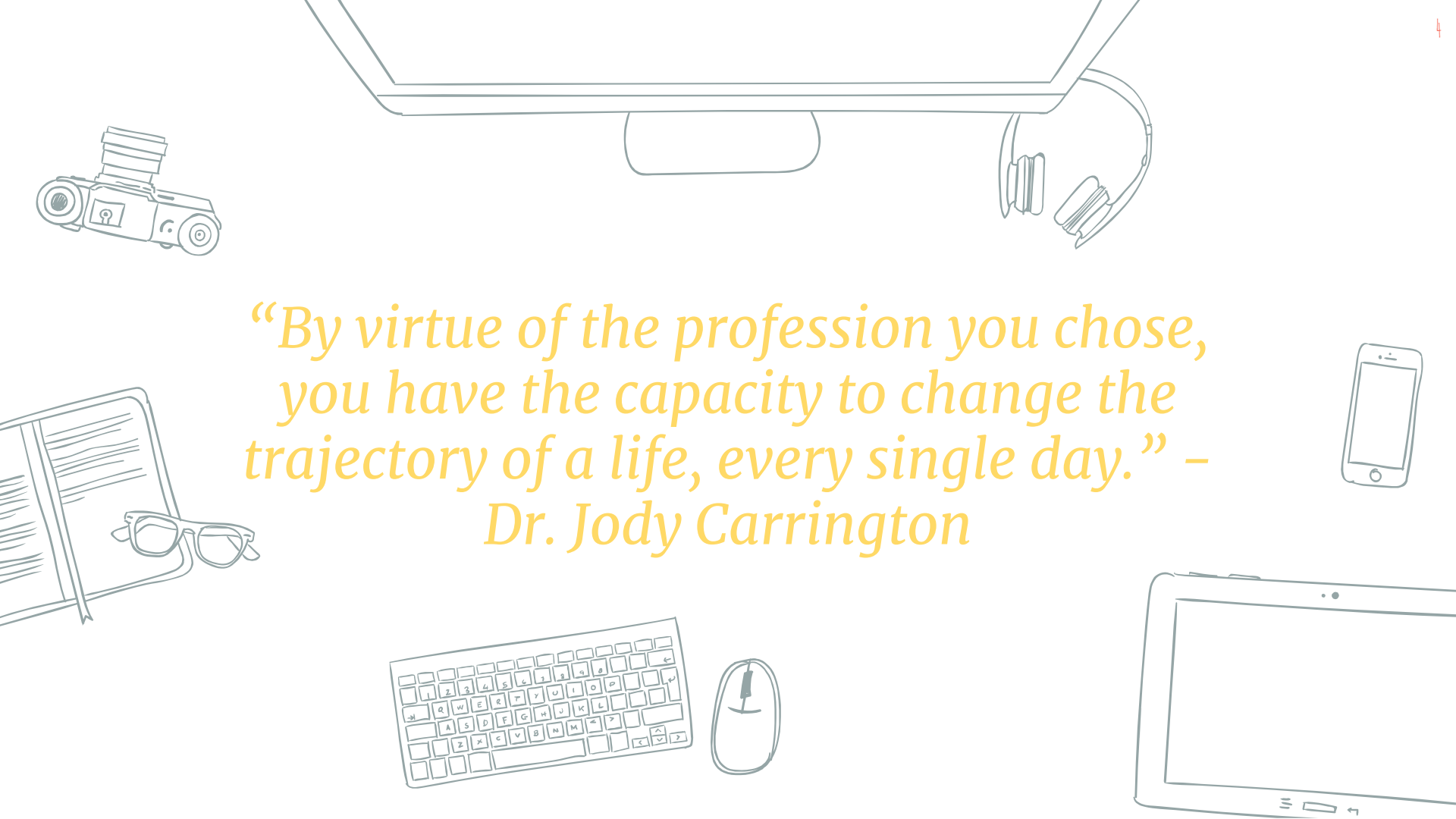


“The way we talk to our children becomes their inner voice.” – Peggy O’Mara



BEHAVIOR
is
COMMUNICATION

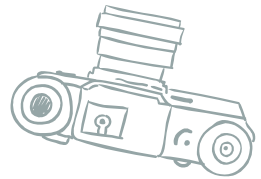




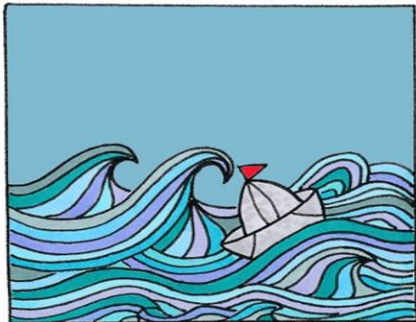
*“By virtue of the profession you chose,
you have the capacity to change the
trajectory of a life, every single day.” –
Dr. Jody Carrington*

“The ability to regulate through the comfort of another is called co-regulation. This on repeat wires up the brain for self-regulation, emotional intelligence, empathetic responses, rational thinking, and problem solving.”

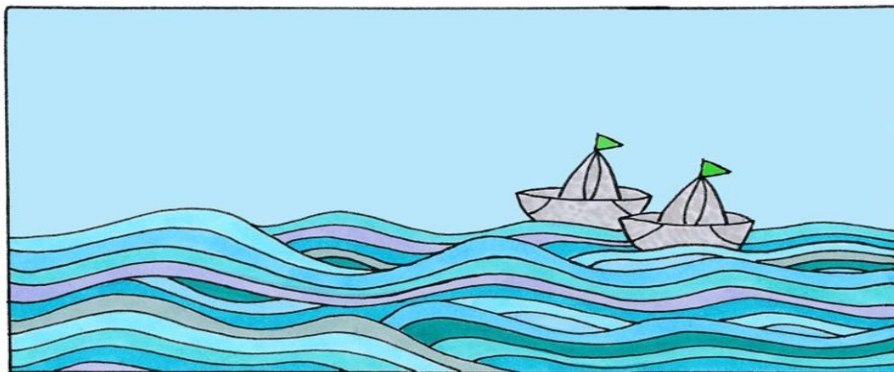
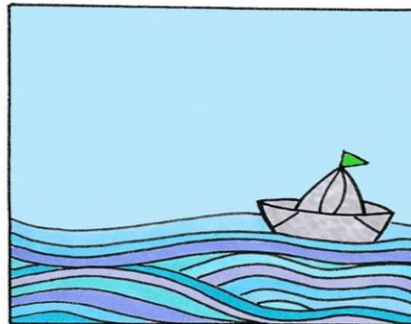
– Lelia Schott



WHEN THEIR UPSET



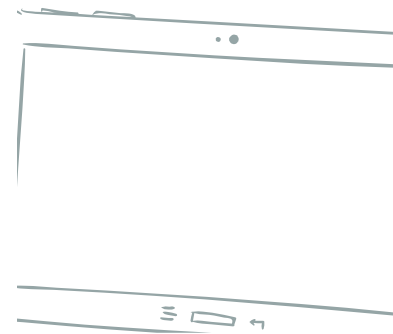
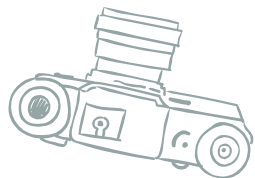
MEETS OUR CALM



@kwiens62

WE ARE BUILDING SELF-REGULATION

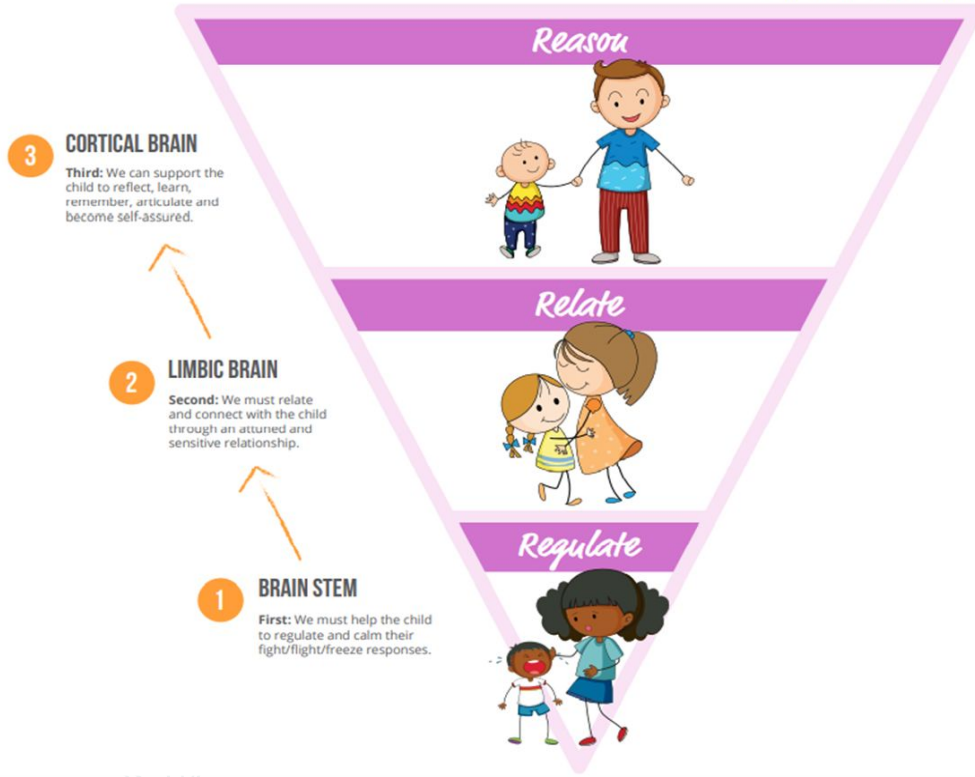
~ MONA DELAHOKE ~



REGULATE, RELATE, REASON

THE 3 R'S

Based on the work of Dr. Bruce Perry



REGULATE, RELATE, REASON

“When little people are overwhelmed by big emotions,
it’s our job to share our calm, not join their chaos.”

- L.R. Knost



Relate



REGULATE, RELATE, REASON

CONNECTION STRATEGIES

 YOU MATTER.	Acknowledgement		All About Me		Fresh Start		Genuine Interest
	Ask Yourself: "Am I breaking or building attachment?"		Brain Breaks		Gratitude and Mindfulness		Greet and Goodbye At Door Each Day - Say Their Name
	Bridge Relationships		Classroom Routines and Schedules with Preferred and Nonpreferred		Humour		(LISTEN) Listen Not to Fix
	Deep Breathing		Emotional Vocabulary		Model Saying Sorry		Play and Creative Time
	First/Then and Forced Choice		Food, Fresh Air, and Fun		Reframe		Rest Time - Tag In, Tag Out
					Stay Close/Proximity		Visuals

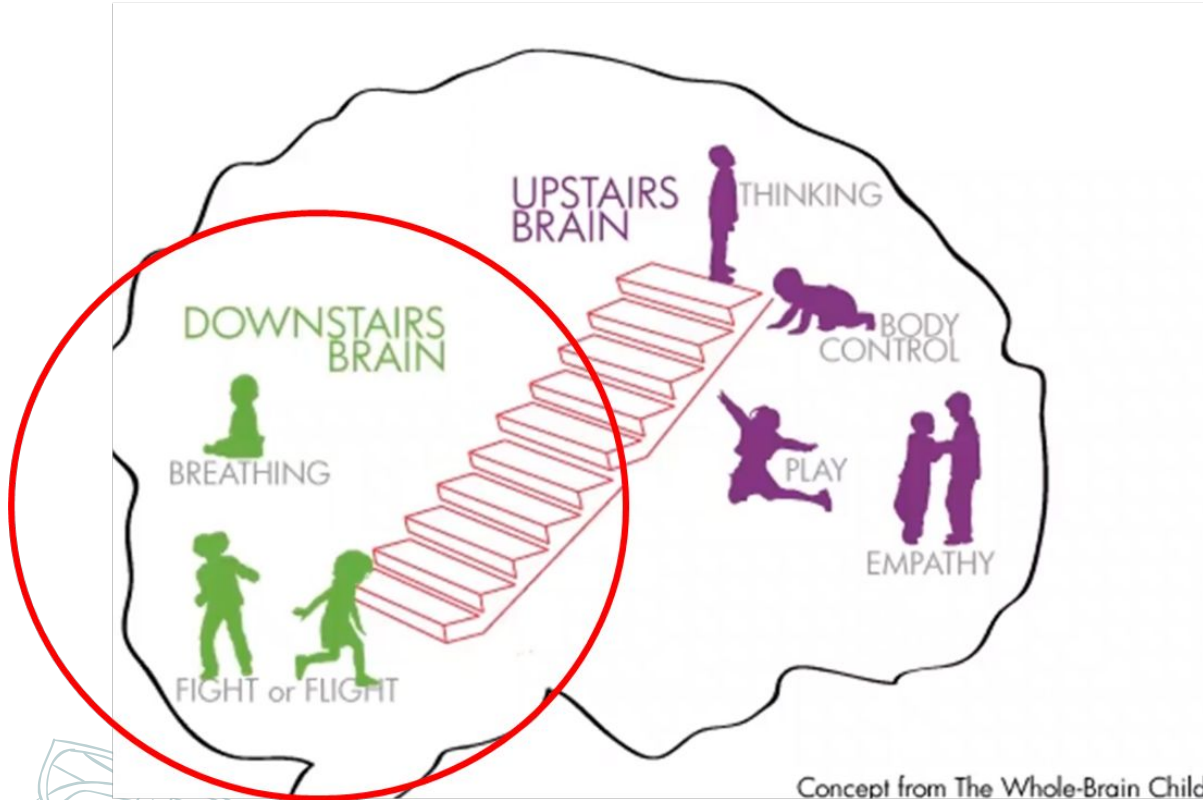
Relate



Regulate



REGULATE, RELATE, REASON



Concept from The Whole-Brain Child

Relate



Regulate



REGULATE, RELATE, REASON

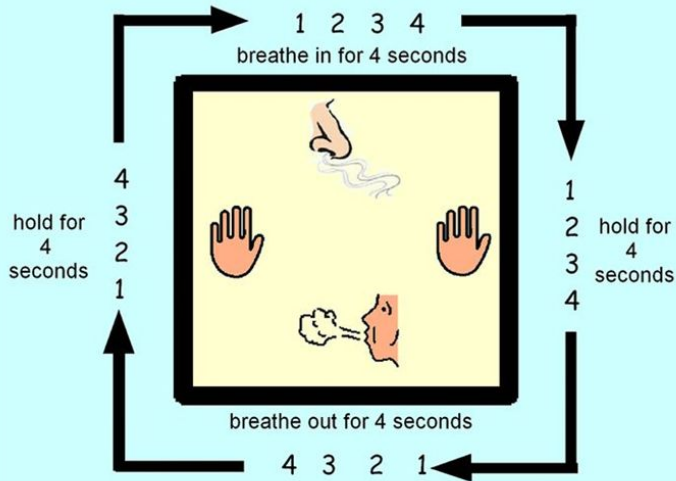
CALM DOWN WITH TAKE 5 BREATHING



How do you feel now?
Are you calm or would you
like to take another 5 breaths?

1. Stretch your hand out like a star.
 2. Get the pointer finger of your other hand ready to trace your fingers up and down.
 3. Slide up each finger slowly ~ slide down the other side.
 4. Breathe in through your nose ~ out through your mouth.
 5. Put it together and breathe in as you slide up and breathe out as you slide down.
- Keep going until you have finished tracing your hand.

SQUARE BREATHING



Reason



Relate

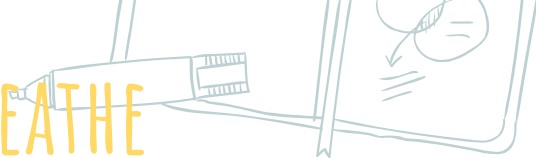


Regulate

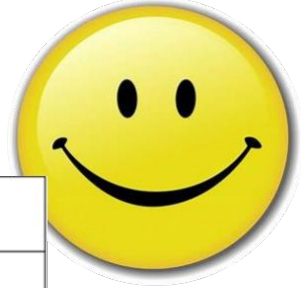




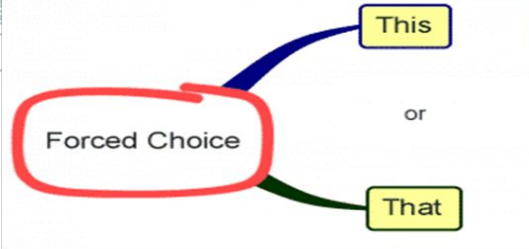
TAKING A MOMENT TO BREATHE



ADDITIONAL CO-REGULATION STRATEGIES



Today, I feel...



Reason

Relate

Regulate

ADDITIONAL CO-REGULATION STRATEGIES: SENSORY

1) Equipment prescribed and monitored by an Occupational Therapist	<ul style="list-style-type: none">• Disco sit• Therapy ball• Peanut ball• Weighted vest• Weighted blanket• Swing• Body sock• Compression vest• Sit and spin• Lighted items that flash, blink or rotate• Wilbarger Brushing protocol-therapeutic brushing program with a surgical brush• Vibrating toys• Trampoline
2) Equipment that require supervision	<ul style="list-style-type: none">• Weighted balls• Chew tubes, chew toys• Scooter board• Forts or tents• Riding toys
3) Equipment requiring no prescription	<ul style="list-style-type: none">• Theraband/tubing• Office chair• Fidgets• Visual schedules• Sensory walk or balance beams• Aromatherapy items• Texture items



ADDITIONAL CO-REGULATION STRATEGIES: SENSORY

Heavy Work/Body Break Activities (not requiring a sensory room or OT)

- Animal walks (ex. crabwalk, frog jumps, donkey kicks, bear walks, snake slithers, wheelbarrow walks, etc.)
- Balance activities (ex. walk on lines on the floor)
- Bouncing or tossing a ball
- Hula hooping
- Lift heavy items (ex. paper packs) from classroom to another location
- Physical activities (ex. pushups on floor or wall, skipping, high-knees, butt-kickers, sit-ups, hopping, jumping, balance/hop on one-foot, stomping, opposite elbow to opposite knee, etc.)
- Play *Freeze Dance*, *Hot Potato* with a ball/soft item, *Tug of War* with a stretch band, *Leapfrog* with coloured dots, and/or *Simon Says*.
- Play on outdoor equipment
- Scooter cars
- Sensory walk (ex. up and down stairs or on a sensory path)
- Spin on a swivel chair/alternative seat

Calming Activities (not requiring a sensory room or OT)

- Aromatherapy/textured items
- Blow bubbles
- Check visual schedule
- Deep breathing
- Fidgets
- Get a drink of water
- Listen to music
- Sit and close eyes (can be in a safe place such as in a tent)
- Stretches (ex. lunges, touch toes, arm circles, reach for the sky, yoga stretches, etc.)

Reason



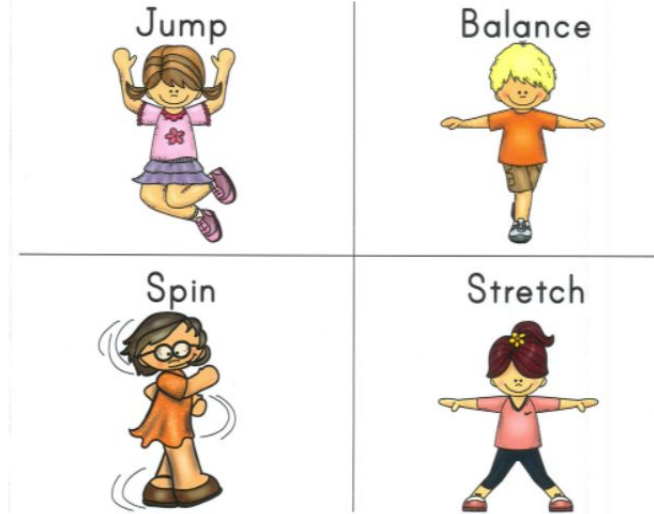
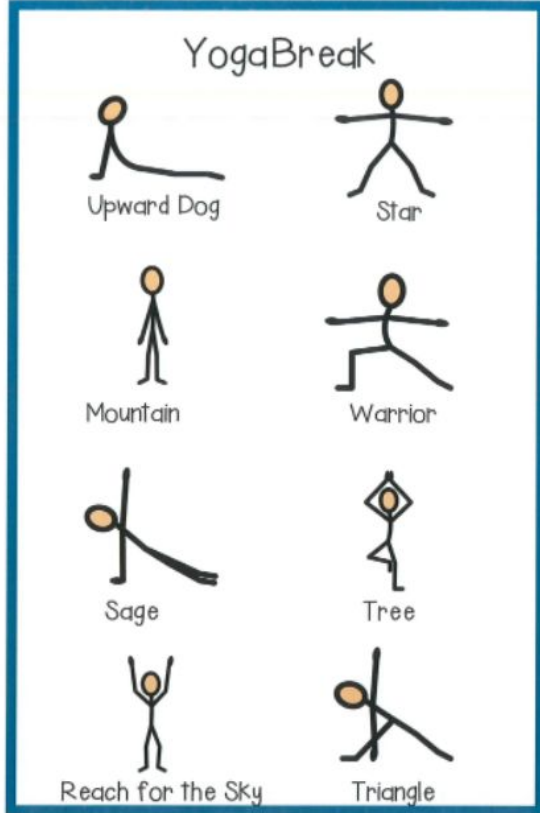
Relate



Regulate



ADDITIONAL CO-REGULATION STRATEGIES: SENSORY





“We don’t have to do all of it alone. We were never meant to.” – Brene Brown

REFLECTION

Consider a time that you successfully used regulate, relate, reason to co-regulate with a child.

Consider a time that you were unsuccessful with regulate, relate, reason and why.

Who is that special person that helps you regulate?

How can you be that special person for a child on your caseload?

Pick a breathing strategy to introduce to your child/class tomorrow.

Pick an additional regulation strategy to introduce to your child/class tomorrow.

CREDITS

- ★ For more information, please see the Diversity Series and the Behaviour Learning Cycle on Connect.
- ★ Brainstem Calmers Deep Breathing
- ★ Regulate, Relate, Reason from the Institute of Childhood Psychology and Beaconhouse.org.uk by Dr. Bruce Perry.
- ★ Sensory Equipment Use (PSSD)
- ★ *Teachers These Days* by Dr. Jody Carrington and Laurie McIntosh



THANKS!

Any questions?

You can find me at:
gorham.kourtney@prairiesouth.ca

